



## Greenville Middle Academy

339 Lowndes Avenue

Greenville, South Carolina

**Grades** 6-8 Middle School

**Enrollment** 704 Students

**Principal** Robert L. Palmer, Ed.D. 864-355-5600

**Superintendent** Dr. Phinnize J. Fisher 864-355-8860

**Board Chair** Megan Hickerson 864-288-8363

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Good</b>	<b>Average</b>
2008	Average	Below Average
2007	Average	At-Risk
2006	Average	At-Risk
2005	Average	At-Risk

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

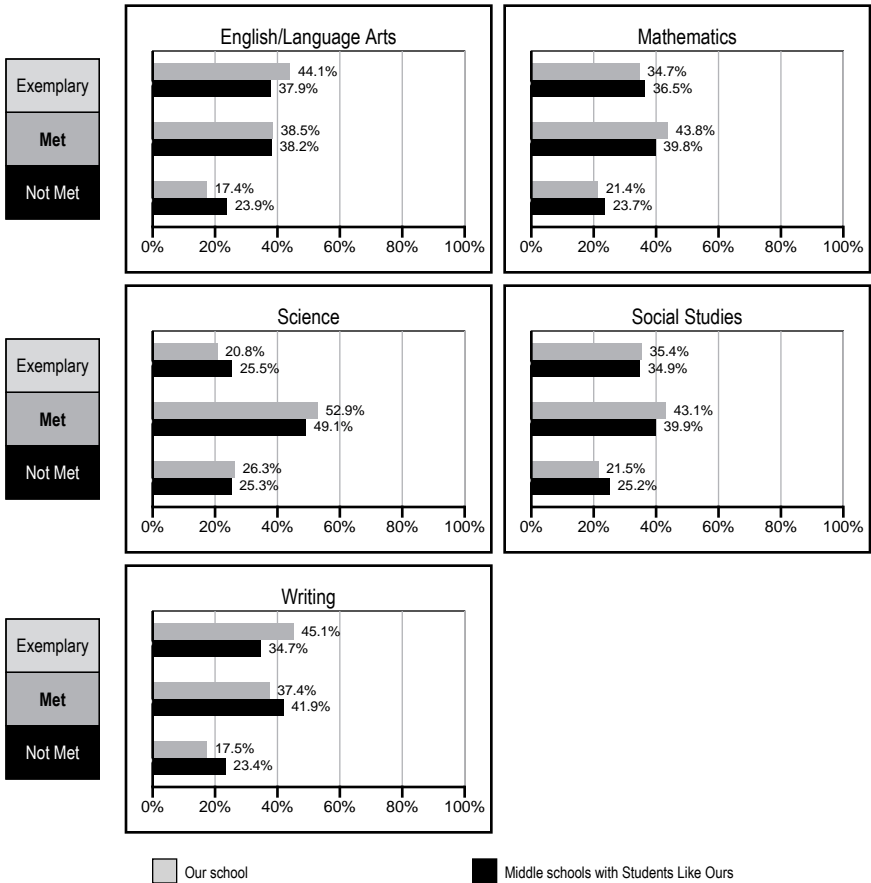
93.9%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
4	16	16	0	0

\* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



\* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0%	99.1%
English 1	100.0%	94.3%
Physical Science	N/A	69.3%
US History and the Constitution	N/A	100.0%
All Subjects	100.0%	98.3%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=704)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	46.0%	Up from 42.5%	27.2%	21.6%
Retention rate	1.1%	Down from 1.7%	1.1%	1.2%
Attendance rate	96.9%	Up from 96.7%	96.3%	95.9%
Eligible for gifted and talented	23.0%	Down from 25.3%	22.6%	14.8%
With disabilities other than speech	11.0%	Down from 11.4%	11.2%	12.6%
Older than usual for grade	1.1%	Down from 1.6%	1.5%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.6%	0.5%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=46)</b>				
Teachers with advanced degrees	71.7%	Up from 67.4%	60.2%	56.9%
Continuing contract teachers	80.4%	Down from 84.8%	77.3%	72.7%
Teachers with emergency or provisional certificates	0.0%	No Change	4.6%	5.3%
Teachers returning from previous year	88.3%	Down from 90.0%	85.6%	82.9%
Teacher attendance rate	92.6%	Down from 94.3%	95.2%	95.2%
Average teacher salary*	\$48,482	Up 0.7%	\$48,378	\$46,599
Professional development days/teacher	8.6 days	Down from 9.9 days	10.6 days	10.8 days
<b>School</b>				
Principal's years at school	9.0	Up from 8.0	3.0	3.0
Student-teacher ratio in core subjects	23.3 to 1	Up from 20.1 to 1	21.5 to 1	20.1 to 1
Prime instructional time	89.1%	Down from 90.2%	90.5%	89.9%
Opportunities in the arts	Excellent	Up from Good	Excellent	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.8%	Down from 100.0%	98.2%	97.8%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil**	\$7,982	Up 13.7%	\$6,987	\$7,645
Percent of expenditures for instruction**	63.6%	Down from 68.5%	66.3%	63.4%
Percent of expenditures for teacher salaries**	59.4%	Down from 64.4%	59.7%	57.0%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Greenville Middle School Academy of Traditional Studies focuses on reading, writing, and vocabulary development across the curriculum and supports a strong liberal arts interdisciplinary curriculum. We emphasize vocabulary development as part of literature analysis and by close study of Latin and Greek stems. The library Media Center, which contains over 25,000 items for student checkout and research, supports Greenville Middle students as readers and researchers.

Greenville Middle School's mission is to cooperate with home and community to provide diverse, academically challenging education experiences to prepare emerging adolescents to become self-directed, confident, life-long learners in a changing technological word and productive participants in a democratic society. Greenville Middle Academy monitors progress toward our mission. We examine norm-referenced and criterion referenced tests; we catalog school, students, and teacher awards and achievements; we conduct pre/post analyses of student, parent, and teacher surveys; we collect samples of student and teacher work and conduct regular classroom observations. Our findings and recommendations for continued growth can be found in the Greenville Middle School Portfolio. Parents and community members are invited to stop by the school and look through the Portfolio, on display in the front office, for specific information on topics from test results to parent and student surveys.

Greenville Middle and its students receive district, state, and national recognition. Our school has been designated a "Palmetto's Finest" school and received the National Career and Guidance Award. Students have distinguished themselves in state and district contests. Greenville Middle boasts state winners in Junior Beta Club, Mathematics, Science, Strings, Band, and Writing.

The success of Greenville Middle's academic program is reflected in recent test scores as well. PACT, MAP, and PASS scores show continued progress toward our school goal of moving students to higher levels. Our students continue to score above both the district and state averages on the PACT test. Because the dynamics of our population changes yearly, Greenville Middle monitors school and student performance, as well as opinion surveys yearly to maintain a mission that reflects the strengths and needs of our students. Greenville Middle continues to offer Greenville County students a positive environment for learning and growing.

Robert Palmer, Principal  
Christie Brewer, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	51	172	83
Percent satisfied with learning environment	98.0%	86.0%	91.5%
Percent satisfied with social and physical environment	98.0%	88.9%	91.5%
Percent satisfied with school-home relations	93.9%	93.6%	85.5%

\* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

No Child Left Behind

School Adequate Yearly Progress YES

This school met 29 out of 29 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.8%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.9%	94.0%*	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	706	100	17.9	40.3	41.8	88.4	84	82.8	Yes	Yes
<b>Gender</b>										
Male	355	100	23.3	39.1	37.6	84.2	80.8	79.3	N/A	N/A
Female	351	100	12.4	41.5	46.1	92.7	87.4	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	392	100	6.6	35.5	57.8	96.8	89.5	89.5	Yes	Yes
African American	214	100	32.5	47.2	20.3	77.7	72.7	73.7	Yes	Yes
Asian/Pacific Islander	14	100	7.1	50	42.9	92.9	93	92.3	I/S	I/S
Hispanic	80	100	38.9	43.1	18.1	73.6	74.8	76.5	Yes	Yes
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	91.2	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	72	100	41.4	35.7	22.9	68.6	52.5	52	Yes	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	68	100	37.5	48.4	14.1	76.6	74.5	75.1	Yes	Yes
<b>Socio-Economic Status</b>										
Subsided meals	297	100	30.6	46.1	23.2	79.7	74.4	75.5	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	706	100	23.2	49	27.8	85	80.9	78.9	Yes	Yes
<b>Gender</b>										
Male	355	100	24.8	48.7	26.6	83.6	79.6	77	N/A	N/A
Female	351	100	21.5	49.4	29.1	86.4	82.2	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	392	100	10.6	49.9	39.5	93.9	87	87.2	Yes	Yes
African American	214	100	41.6	47.7	10.7	72.6	66.3	66.7	Yes	Yes
Asian/Pacific Islander	14	100	14.3	42.9	42.9	100	94.3	93	I/S	I/S
Hispanic	80	100	40.3	50	9.7	69.4	75.3	76	Yes	Yes
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	86.8	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	72	100	45.7	44.3	10	64.3	48.1	45.5	Yes	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	68	100	39.1	50	10.9	71.9	76.2	76.1	Yes	Yes
<b>Socio-Economic Status</b>										
Subsided meals	297	100	40.6	46.9	12.5	72.7	70.5	70.2	Yes	Yes

\* Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	459	99.8	25.2	53.6	21.2	74.8	71.3	67.5
<b>Gender</b>								
Male	241	99.6	24	52.9	23.1	76	70.8	67
Female	218	100	26.4	54.3	19.2	73.6	71.8	68
<b>Racial/Ethnic Group</b>								
White	250	99.6	11.6	56	32.4	88.4	79.5	79.5
African American	144	100	42.4	50.8	6.8	57.6	53	50.3
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	86.9	84.3
Hispanic	55	100	48	48	4	52	61.1	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	88.4	71.2
<b>Disability Status</b>								
Disabled	51	100	42	44	14	58	39.1	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
<b>English Proficiency</b>								
Limited English Proficient	44	100	50	47.6	2.4	50	60.4	59.6
<b>Socio-Economic Status</b>								
Subsided meals	195	100	39.9	48.3	11.8	60.1	57.5	55.1

**Social Studies**

All Students	459	99.6	20.6	43.9	35.5	79.4	75.7	72.3
<b>Gender</b>								
Male	229	99.6	21.8	36.6	41.7	78.2	75.1	71.5
Female	230	99.6	19.5	51.2	29.3	80.5	76.3	73.2
<b>Racial/Ethnic Group</b>								
White	264	99.6	9.1	42.9	48	90.9	81.7	80.7
African American	129	99.2	39.5	45.4	15.1	60.5	61.5	60
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	88	88.5
Hispanic	53	100	36.2	46.8	17	63.8	69	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	78	72.2
<b>Disability Status</b>								
Disabled	47	97.9	45.5	34.1	20.5	54.5	47.5	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
<b>English Proficiency</b>								
Limited English Proficient	43	100	40.5	45.2	14.3	59.5	69	67.9
<b>Socio-Economic Status</b>								
Subsided meals	183	99.5	34.9	47	18.1	65.1	63.9	62.1

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	701	96.3	17	37.6	45.4	83	72.9	70.2	96.9	96.5
Gender										
Male	351	94.6	22.3	42.1	35.5	77.7	66.4	63.2	96.9	96.4
Female	350	98	11.9	33.2	54.9	88.1	79.7	77.5	96.9	96.5
Racial/Ethnic Group										
White	389	97.4	5.7	33.1	61.2	94.3	80.5	79.1	97.1	96.3
African American	212	93.4	32.3	43.5	24.2	67.7	57.1	57.6	96.8	96.5
Asian/Pacific Islander	14	100	7.1	42.9	50	92.9	87.3	86.2	98.2	97.6
Hispanic	80	98.8	37.5	44.4	18.1	62.5	61.3	62.6	96.1	96.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	71.8	68.7	N/A	95.2
Disability Status										
Disabled	73	69.9	62	24	14	38	28.4	26.1	96.4	95.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	92.4
English Proficiency										
Limited English Proficient	67	100	37.5	50	12.5	62.5	60.5	61.2	97	97.2
Socio-Economic Status										
Subsidized meals	293	93.9	29.7	48.8	21.5	70.3	58.8	58.9	96.4	95.8

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample



PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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English/Language Arts

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	285	100	14	42.6	43.4	86
	7	210	100	21.2	35.9	42.9	78.8
	8	211	100	19.8	41.6	38.6	80.2

Mathematics

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	285	100	22.6	49.1	28.3	77.4
	7	210	100	19.2	54	26.8	80.8
	8	211	100	27.7	44.1	28.2	72.3

Science

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	145	100	30.4	56.3	13.3	69.6
	7	209	100	20.7	55.6	23.7	79.3
	8	105	99.1	27	46	27	73

Social Studies

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	144	99.3	10.4	63.4	26.1	89.6
	7	209	100	27.9	33	39.1	72.1
	8	106	99.1	20	39	41	80

Writing

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	279	93.9	19.9	39.4	40.6	80.1
	7	211	96.7	14.9	36.1	49	85.1
	8	211	99.1	15.4	36.8	47.8	84.6

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

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